

West Pelzer Elementary

10 West Stewart Street
West Pelzer, South Carolina 29669

Grades	PK-5 Elementary School	
Enrollment	343 Students	
Principal	Dr. Stacy Hashe	864-947-6424
Superintendent	Dr. Wayne Fowler	864-847-7344
Board Chair	Mr. Fred Alexander	864-947-9346

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	21	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

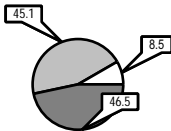
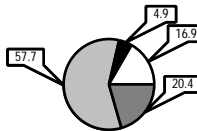
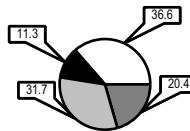
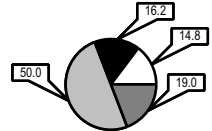
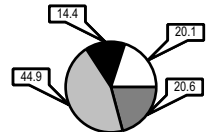
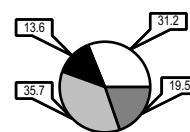
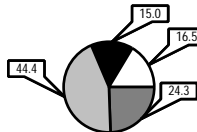
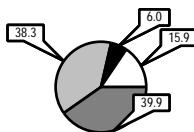
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	151	100.0	8.5	45.1	46.5	0.0	54.2	Yes	Yes
Gender									
Male	77	100.0	8.5	47.9	43.7	0.0	50.7		
Female	74	100.0	8.5	42.3	49.3	0.0	57.7		
Racial/Ethnic Group									
White	141	100.0	8.2	44.0	47.8	0.0	55.2	Yes	Yes
African American	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	127	100.0	9.2	41.7	49.2	0.0	59.2		
Disabled	24	100.0	4.5	63.6	31.8	0.0	27.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	151	100.0	8.5	45.1	46.5	0.0	54.2		
English Proficiency									
Limited English Proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	149	100.0	8.5	45.1	46.5	0.0	54.2		
Socio-Economic Status									
Subsidized meals	58	100.0	13.5	50.0	36.5	0.0	36.5	Yes	Yes
Full-pay meals	93	100.0	5.6	42.2	52.2	0.0	64.4		

Mathematics – State Performance Objective = 36.7%									
All Students	151	100.0	16.9	57.7	20.4	4.9	41.5	Yes	Yes
Gender									
Male	77	100.0	12.7	62.0	22.5	2.8	43.7		
Female	74	100.0	21.1	53.5	18.3	7.0	39.4		
Racial/Ethnic Group									
White	141	100.0	17.2	57.5	20.1	5.2	42.5	Yes	Yes
African American	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	127	100.0	17.5	53.3	23.3	5.8	44.2		
Disabled	24	100.0	13.6	81.8	4.5	0.0	27.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	151	100.0	16.9	57.7	20.4	4.9	41.5		
English Proficiency									
Limited English Proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	149	100.0	16.9	57.7	20.4	4.9	41.5		
Socio-Economic Status									
Subsidized meals	58	100.0	21.2	63.5	11.5	3.8	30.8	Yes	Yes
Full-pay meals	93	100.0	14.4	54.4	25.6	5.6	47.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	151	100.0	36.6	31.7	20.4	11.3	31.7
Gender							
Male	77	100.0	31.0	39.4	16.9	12.7	29.6
Female	74	100.0	42.3	23.9	23.9	9.9	33.8
Racial/Ethnic Group							
White	141	100.0	35.8	32.1	20.1	11.9	32.1
African American	7	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	127	100.0	32.5	31.7	22.5	13.3	35.8
Disabled	24	100.0	59.1	31.8	9.1	0.0	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	151	100.0	36.6	31.7	20.4	11.3	31.7
English Proficiency							
Limited English Proficient	2	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	149	100.0	36.6	31.7	20.4	11.3	31.7
Socio-Economic Status							
Subsidized meals	58	100.0	50.0	28.8	17.3	3.8	21.2
Full-pay meals	93	100.0	28.9	33.3	22.2	15.6	37.8

Social Studies							
All Students	151	100.0	14.8	50.0	19.0	16.2	35.2
Gender							
Male	77	100.0	14.1	49.3	19.7	16.9	36.6
Female	74	100.0	15.5	50.7	18.3	15.5	33.8
Racial/Ethnic Group							
White	141	100.0	14.9	49.3	19.4	16.4	35.8
African American	7	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	127	100.0	12.5	48.3	20.8	18.3	39.2
Disabled	24	100.0	27.3	59.1	9.1	4.5	13.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	151	100.0	14.8	50.0	19.0	16.2	35.2
English Proficiency							
Limited English Proficient	2	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	149	100.0	14.8	50.0	19.0	16.2	35.2
Socio-Economic Status							
Subsidized meals	58	100.0	28.8	55.8	7.7	7.7	15.4
Full-pay meals	93	100.0	6.7	46.7	25.6	21.1	46.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	53	96.2	7.8	43.1	43.1	5.9	49.0
	4	48	100.0	8.7	52.2	39.1	N/A	39.1
	5	46	100.0	10.9	63.0	26.1	N/A	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	2.0	24.5	73.5	0.0	73.5
	4	50	100.0	12.8	55.3	31.9	0.0	31.9
	5	50	100.0	10.9	56.5	32.6	0.0	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	53	96.2	15.7	62.7	21.6	N/A	21.6
	4	48	100.0	13.0	45.7	23.9	17.4	41.3
	5	46	100.0	19.6	60.9	8.7	10.9	19.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	8.2	65.3	22.4	4.1	26.5
	4	50	100.0	21.3	57.4	19.1	2.1	21.3
	5	50	100.0	21.7	50.0	19.6	8.7	28.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	51	100.0	30.6	32.7	24.5	12.2	36.7
	4	50	100.0	44.7	31.9	17.0	6.4	23.4
	5	50	100.0	34.8	30.4	19.6	15.2	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	51	100.0	4.1	46.9	30.6	18.4	49.0
	4	50	100.0	17.0	59.6	19.1	4.3	23.4
	5	50	100.0	23.9	43.5	6.5	26.1	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 343)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.9%	Up from 3.9%	2.6%	3.0%
Attendance rate	96.0%	Up from 95.7%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%	Down from 11.7%	3.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%	Down from 9.7%	2.8%	3.2%
Eligible for gifted and talented	14.3%	Down from 20.3%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.3%	Down from 10.3%	7.8%	8.2%
Older than usual for grade	0.3%	Down from 1.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	34.8%	Down from 36.0%	53.3%	52.6%
Continuing contract teachers	78.3%	Down from 96.0%	84.6%	83.3%
Highly qualified teachers	90.5%	Down from 100.0%	93.8%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.0%	Up from 90.7%	88.7%	87.0%
Teacher attendance rate	92.4%	Down from 95.5%	94.7%	95.0%
Average teacher salary	\$40,628	Up 3.6%	\$42,436	\$41,703
Prof. development days/teacher	6.8 days	Down from 8.5 days	12.4 days	12.8 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 26.9 to 1	19.6 to 1	18.8 to 1
Prime instructional time	87.9%	Down from 90.8%	90.0%	89.8%
Dollars spent per pupil*	\$5,489	Down 15.7%	\$5,865	\$6,242
Percent of expenditures for teacher salaries*	61.3%	Up from 60.1%	66.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	81.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

West Pelzer Elementary started the 2004-2005 school year with the theme, "Oh, the Places We Will Go." Our nine-week themes included, "We're Off to Great Places," "Walking through the World," "Leading the Way," and "On and On We Will Go." We worked on our school improvement plan to set goals and assessments for the needs of our school. The Southern Association of Colleges and Schools sent a peer review team to conduct a five-year-review.

Arts instruction was enriched through strings instruction, a summer arts program (CREATE), piano camp, our annual art gallery, and integrated arts lessons in our regular classes. We received the second year of the Distinguished Arts Grant from the S.C. State Department of Education entitled "All Keyed Up to Infuse the Arts." We continued to schedule all third, fourth, and fifth graders in our MIDI piano keyboarding lab. The professional artists that we invited for residencies and performances shared art from all cultures and covered many of our state standards.

Literature Field Day encouraged all students to dress as their favorite storybook character as they rotated throughout the day to storybook tellers and a book walk. Our fifth grade BETA students, their sponsor, and parent volunteers made the day a success. We continued our "Celebrity Readers" that promotes our reading program by inviting our school community to come in and read to our students. A Science Soiree was held for parents and students to work through science experiments together.

Service learning projects and community involvement raised money as well as volunteer hours. We participated in a fall food drive, Jump Rope for Heart, St. Jude's Math-a-Thon, and several projects with Learn and Serve grant monies. We raised money with another school to help build a home for the tsunami relief. Our third graders were pen pals with a school in Charleston. We donated books about South Carolina history to help them with our state standards. Our guidance program brought classroom lessons to promote character education. Kidspeak provided opportunities to students and parents to voice their opinions on issues.

Mount Vernon Mills and McDonald's are our school's business partners. Mount Vernon Mills held its annual golf tournament with all proceeds going to the school. The school has benefited tremendously through the generosity of Mount Vernon, and McDonald's continues to help with the Ronald McDonald program. West Pelzer's PTO and SIC worked hard to find resources to help reach our school goals.

Our mission is to provide challenging expectations that encourage continuous improvement for students to become productive, self-directed, and lifelong learners. Our staff, students, and parents are proud to have received an "Excellent" for the 2001 and 2002 School Report Cards and a "Good" rating for the 2003 and 2004 School Report Cards. Our Improvement rating of "Unsatisfactory" has caused us to continuously assess our instructional program. We offered academic assistance, an after-school program, and a homework center for students in need.

Principal, Stacy Hashe
School Improvement Council Chairperson, Lisa Ferguson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	46	32
Percent satisfied with learning environment	100.0%	86.7%	86.7%
Percent satisfied with social and physical environment	100.0%	91.1%	81.3%
Percent satisfied with school-home relations	77.8%	93.3%	65.6%

*Only students at the highest elementary school grade level at this school and their parents were included.